Secondary Prevention Strategies

- Tertiary
- Secondary Prevention
- Universal Prevention
Secondary Prevention Strategies

• Involves all people or small groups of people
• Helps provide people with skills most associated with good behavioral outcomes
  – Communication skills
  – Social skills
  – Emotional development
  – Appropriate ways to handle anger and disappointment
Secondary Prevention Strategies

Communication Skills

• For students who are non- or minimally verbal
  – 1st priority should be teaching functional communication
  – Teach forms that are easily understood by all in the child’s environment
  – AAC should be considered
  – Strategies include PECS, etc

• For students who are verbal have some delays
  – “require” the child to use specific language, not “hat” or “this”
  – Strategies include, expansion, time delay, incidental teach, milieu teaching, modeling, etc
Secondary Prevention Strategies

**Social Skills**

- Plan instruction for this but be ready to make use of incidental situations as well
- Use environmental arrangement to “set up” this happening
- Teach in small groups, rather than in large groups
- Teach by having the children experience it rather than by the teacher describe it
- Provide support that maintains the peer-to-peer interaction
Secondary Prevention Strategies

**Emotional Development**

- Help children move past “mad”, “sad” and “glad”
- Teach children that feelings change, that you can have more than one feeling about something, that you can feel differently from someone else about the same thing, that all feelings are valid (even though all behavior isn’t)
Secondary Prevention Strategies

Handling Anger and Disappointment

• Teach these skills at time other than when they are needed

• Model them